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children; love for the school and instruction is strengthened and always kept awake; a great saving of nervous force results in that the pupils need not force themselves to be attentive, because the attention has its rise in the work itself; the teacher can keep himself informed, even if classes are large, whether all the pupils take part in the work; by means of continued exercises in modeling and drawing, the senses are trained and the imagination stimulated; by means of a constant self-activity the children are educated to independence and confidence in the use of their own powers; home-work is limited and mere mechanical assistance on the part of the parents is eliminated; the utilitarian trend will effect a better understanding between home and school; the hygienic effect of activity is noticeable, and in particular the number of cases of spinal curvature is decreased; impetus to work at home is given, so that the temptation to loafing in the streets, etc., is lessened; the dignity of labor will become increasingly recognized.

This experiment was carried on especially in the first and second elementary grades, but it is worthy of notice that the director of this Gymnasium recommends strongly the carrying through of the idea of manual training to the highest classes of the secondary school.

How Two Hundred Children Live and Learn. By RUDOLPH R. REEDER. New York: Charities Publication Committee, 1910. Pp. 247. Illustrated. \$1.25.

Three methods claim superiority in treating with the grave social and educational problem of the bringing-up of orphans: the barrack-like institution, with central plant and large dormitories, the cottage-system institution, with groups of from thirty to fifty and a central administrative department, and the placing-out system, under the auspices of a home-finding society. The objection to the first plan is that it cannot provide for individual treatment, and therefore cheats the child out of his birthright, the claim to a home, while to the second plan the objection is often raised that it makes for a multiplication of plants, and is therefore uneconomical, and the last plan raises the question of finding an adequate home, and a stimulation to independence, together with providing against exploitation, by proper friendly visiting. Under present circumstances, probably the cottage plan is the most expedient, although the placing-out plan is the ideal one.

Dr. Reeder has had the rare good fortune of seeing in his institution the change from the barrack system in an urban community to the cottage plan in a semi-rural settlement. The book is the record of his observations and experiments, and is a refreshing contribution to the intensive study of modern methods of pedagogy in their application to specific problems. The author has had to deal with children who under the institution plan will become wageworkers in the factory at the age of fourteen, and has aimed to educate them in the home as well in the school. There are nine chapters in this book: "Dietary, Food, Interests, and Incentives"; "Exercise, Environment, and Play"; "Industrial Training"; "Economic Training"; "The School"; "Punishment"; "Moral Training"; "Motivation and Personal Touch"; "Religious Instruction and Training."

By way of illustration attention may be called to the chapter on "Industrial

Training," in which the author works out very satisfactorily his idea that the enriching of experience is the chief aim in this phase of education. Enriched experience will lead to self-confidence, even if experiments fail, and self-confidence in its turn will stimulate ambition, until social efficiency is reached. Very justly the author raises the question whether this type of child should not be prepared for agricultural living rather than for machine production. The chapter suggests the problem whether rural children come to the cities for industrial employment of the unskilled type or for leadership. The chapter on "Economic Training" points out the necessity for experimentation in the actual handling of money during adolescence. A co-operative device serves the purpose admirably in this group. In the chapter on "Punishment" the author says (p. 153): "It is not a question of what he deserves, but rather a question of what will be most helpful to enable him to overcome, by self-formed purpose or mastery, his desire to repeat the offense." In this passage he really puts in terse form the modern principle of charity and correction. That it works well in his community-group goes without saying.

This book deserves well at the hands of teachers, because it is stimulating on every page, and will be of great advantage to the secondary teacher, by showing him the operation of modern educational principles in a group where the a priori assumption is against success.

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C. Sallustii Crispi Bellum Catilinae. Edited with Introduction and Notes by DANIEL A. PENICK. Boston: D. C. Heath & Co., 1908. Pp. 171.

A scholarly and useful textbook is this new edition of Sallust's *Catiline*. The introduction, of fifteen pages, though brief and containing some slight infelicities of diction, is in the main both instructive and attractive. The biographical portion is conservative and accurate. The treatment of Sallust's style is unusually full in its statement of detailed facts, and somewhat meager in its conclusions—an advantage from the point of view of the advanced student, but less desirable from that of the young student.

The text has been constituted with great care, and the quantities are accurately indicated. The vocabulary is well made, and contains line references to the text and a goodly number of illustrations of idiomatic usage. There are thirty-two pages of notes. Here, again, the treatment of the author's stylistic peculiarities is admirable. There is scant reference to matters historical, biographical, and political, which most young students would find interesting and serviceable.

Some teachers would be inclined to criticize the lengthy syntactical appendix (twenty-six pages) as tending to discourage the habitual use of the grammar. All will sympathize with the purpose of the editor, as stated in the preface, "to help the student to an appreciation of Sallust as an author." One could wish that so admirable an aim had found even larger expression in the case of a writer so intrinsically interesting as Sallust.

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